
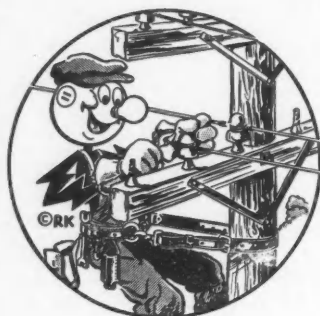


THE ATA MAGAZINE

OFFICIAL ORGAN OF THE ALBERTA TEACHER ASSOCIATION

A black and white photograph of a field of white poppies. The flowers are in various stages of bloom, with some fully open and others as buds. The stems are thin and upright. The background is dark and out of focus, suggesting a field or garden setting. The overall mood is serene and natural.

OCTOBER, 1951



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THIS MONTH'S COVER



The picture shows a few of the thousands of poppies at Lake Louise when the teachers at the Workshop visited Lake Louise in August.

Sixty-eight teachers, representing 42 locals and the Executive Council of the Alberta Teachers' Association, attended the ATA Workshop at the Banff School of Fine Arts in 1951. This is the third workshop held by the Association. See articles by consultants appearing in this issue.

—Picture by Mary Dodds,
University of Alberta.

The ATA Magazine

THE A T A MAGAZINE



ERIC C. ANSLEY, Managing Editor

Barnett House, 9929 - 103 Street, Edmonton, Alberta

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H. L. Larson Ponoka

Edwin McKenzie 110 8 Street, S.E.,
Medicine Hat

Selmer Olsonberg Mannville

Nicholas Poohkay Hairy Hill

Affiliated with the Canadian Teachers'
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WHY ARE WE SHORT OF TEACHERS?

ALBERTA'S schools opened yesterday about 300 teachers short of the number needed. By the end of this month, the shortage will be reduced somewhat when undecided members of the profession have finally found a job which suits them; but there will remain a real shortage of about 200 teachers throughout the province.

This is an unsatisfactory situation, as everybody—including the teaching profession itself and the Department of Education—is aware. It means that some classes will have to be doubled up; temporary teachers with qualifications now regarded as inadequate will have to be employed to fill the gap; and some children will have to get by with instruction which is below the standards regarded as a minimum for satisfactory schooling.

The shortage is not new; it has persisted for years. Many eminent and well-qualified people have tried to find a cure; none has yet succeeded. For some reason or other, the teaching profession does not attract enough entrants with the right qualities of scholarship and personality to meet the demands of universal education.

What are the reasons for it all? There are, it seems to us, several. Partly, it is a matter of money. The scale of teachers' salaries in most districts is not high enough by comparison with the rewards of other professions and occupations for which the educational requirements are a good deal lower. More particularly, we think, it is a matter of status; the teaching profession does not enjoy the prestige in society at large which it should, considering its importance to our whole social structure.

But the immediate difficulty which arises is this: If salaries are raised to the level at which they ought to be in order to attract enough of the right kind of people into the teaching profession, then some teachers now employed will be getting—to put it bluntly—more than they are worth. If salaries are kept down to avoid this, we shall continue to suffer a dearth of first-class teachers because the promised rewards will not be sufficient to attract the right kind of young entrant into the profession.

Some way has to be found of breaking this vicious circle. The first step, it seems to us, must be to raise the entry requirements, extend the training course to at least two years, and simultaneously increase salaries to the minimum point necessary to attract the right kind of entrant. This would undoubtedly mean overpaying a few teachers—but they still would not be getting as much as we pay plumbers. And in the long run it would raise the teaching profession to the level at which all interested groups—including the teachers themselves—agree it should be. We are aware that school costs are already very high, but

we believe the public would stand a lot better chance of getting full value for its money if a concerted attempt were made to put the teaching profession on a high and stable level of earnings and prestige.

—*Editorial, The Calgary Herald.*

EXPLAINING THE CHRONIC TEACHER SHORTAGE IN ALBERTA

February 27, 1946.

"There were 417 teachers in Alberta conducting classes with war emergency certificates the past year . . . 275 adult supervisors aiding classes in the province . . . another 169 teachers conducting classes with Letter of Authority. . . ."

July 18, 1946.

"While the teacher shortage continues to be a problem throughout Canada, with Alberta no exception, the shortage anticipated when the fall term opens next September is not expected to exceed that of last year, it was learned from the officials of the Department of Education. No comparative figures were available on the teacher shortage in Alberta but Dr. W. H. Swift predicted that it would be about the same as last year. . . ."

September 3, 1946.

"Alberta's shortage is 700 teachers, W. E. Frame, chief inspector of schools, said . . ."

September 10, 1946.

"While complete reports have not been received, it appears Alberta schools which reopened last Tuesday have a teacher shortage between 500 and 600, Dr. W. H. Swift, deputy minister of education, said Monday. . . ."

September 12, 1946.

"Alberta's teacher shortage is the worst in many years, there being a need of 814 teachers for elementary, intermediate, and high schools according to a report considered at a meeting of the Board of Teacher Education and Certification. . . ."

November 1, 1946.

"There is a shortage of at least 2,000 teachers in Alberta schools . . .," Eric C. Ansley stated at Calgary District Convention.

January 11, 1947.

"Mr. Phillips, in the breakdown of a teacher survey just completed, stated Alberta predicted the shortage by 1949 to be 1,299 teachers. Dr. Swift, when advised of this estimate, said 'He's conservative, why our actual shortage as of December 31, 1946, was 1,390 teachers. The teacher shortage is our greatest worry and the only

positive step we have been able to take is give free tuition at the Faculty of Education for the first year. Our only consolation is the rather poor one that all other parts of the continent are in the same boat. Increased salaries would seem to be one solution."

March 11, 1947.

"Designed to help relieve the teacher shortage in Alberta, the system of high school scholarships will be introduced by the provincial government. This was announced in the legislature by Hon. R. E. Ansley, minister of education. Scholarships valued at \$200 will be available to a maximum of 200 selected high school students."

October 1, 1947.

"There are 596 teacherless schoolrooms in Alberta but the number is expected to be reduced 'considerably' by the Christmas vacation, Dr. Swift announced. . . .

"Students in 456 classrooms are covered by the Correspondence School Branch, Dr. Swift said."

February 12, 1948.

"Relief for Alberta's teacher shortage was seen when it was announced by the Department of Education that approximately 425 more teachers should be available this year. . . ."

August 12, 1948.

"Possibility of a 'minor' teacher shortage for elementary schools this fall was expressed by Dr. W. H. Swift, deputy minister of education."

September 29, 1948.

"Mr. Casey said that reports show that there is a present shortage of 355 teachers, of whom 351 are required in elementary and intermediate schools and four in high schools."

August 8, 1949.

"Considerable easing in Alberta's teacher shortage problem is expected this year, Hon. Ivan Casey said. He said the high school teacher shortage is 'a thing of the past' . . . Problem of shortage with respect to elementary and intermediate schools still exists. In 1947 there was an over-all teacher shortage of about 555; last year the shortage was about 420; this year officials expected the over-all shortage to be about 300."

August 19, 1949.

"Hon. Ivan Casey and Eric C. Ansley appeared to disagree over the estimate of the September teacher shortage. Mr. Ansley estimated the 'real' teacher shortage in Alberta schools at 2,000."

September 9, 1949.

"Running close to the estimate given by Hon. Ivan Casey, Alberta's teacher shortage when the classrooms opened last week was about 258 certified teachers. . . ."

November 8, 1949.

"Only 66 teachers in 59 of Alberta school divisions have left their work in the past 12 months to accept positions in other fields. This was reported by Hon. Ivan Casey at Alberta School Trustees' Association convention. . . . The Minister said that indications are the province's teacher shortage will be overcome in a short time."

March 10, 1950.

In legislature speech:

"Mr. Casey reporting on the success of the moves made in the last two years to ease the teacher shortage, said he believed the problem 'would be licked' this year. In 1946 there were 850 teachers short, with 600 rooms closed and 250 correspondence centres. This year the number of rooms closed had dropped to nine. There are still 250 correspondence centres, the bulk of them in the six northern divisions."

"When the faculty of education closes this spring, Mr. Casey said it will be possible to fill every classroom in Alberta with a qualified teacher. This is the first time in many years that this could be said."

November 2, 1950.

"Alberta's teacher shortage which has been a major problem for many years probably will be ended next year, Hon. Ivan Casey, minister of education, told about 800 teachers Thursday at the convention of eight school divisions. . . ."

"He pointed out that in 1946 the teacher shortage in Alberta was 673, according to ATA figures, and this year the shortage was only 127. . . ."

January 12, 1951.

"Alberta's training plan coupled with the influx of teachers from other provinces will end the teacher shortage troubles in the province, according to officials of the provincial department of education. . . ."

February 3, 1951.

"Hon. Ivan Casey, minister of education, has stated that he hopes to see the end of the shortage here this year, and his department has recently extended the training-bursary system to speed progress toward this very desirable state of affairs. . . ." (Editorial)

September 13, 1951.

"... Alberta schools are short only 242 teachers. . . ."

—Excerpts from *The Edmonton Journal*.

October, 1951



Pictured above are teachers from 42 locals, the Executive Council of the Association, and Consultants who attended the Third Workshop at Banff in August. Sixty-eight teachers were registered in sessions in public relations and publicity, collective bargaining, group dynamics, administration in the ATA, and education writing.

ATA Publicity and Public Relations

Report by BYRON H. CHRISTIAN

Consultant, Banff Workshop, and Professor of Journalism,
University of Washington

THE public relations of the Alberta Teachers' Association, indeed of the whole Alberta school system, rests in large part on the words and actions of the teachers themselves.

This fact was amply demonstrated at the recent Banff workshop when delegates plunged into the task of preparing an overall public relations program for the association and the schools.

Here were some of the significant facts brought out:

1. That public relations is the sum total of innumerable minor impressions that the teachers and the schools make on people through good appearances and good manners.

2. That public relations means do-

ing a good job first and talking about it second.

3. That the teaching profession can only acquire dignity if individual teachers so conduct themselves as to merit the approbation of the people in their own communities. This means keeping on good terms with other teachers, students, parents, community leaders and all the publics with which the association and the schools deal.

4. That there is no substitute in public relations practice for close personal contact with our publics. The more effort we make to meet and talk with people the better our public relations.

5. That many a knotty problem

can be solved over a conference table.

6. That well-planned and interesting meetings can set the stage for good public relations with any group.

7. That a friendly letter to an individual may set up a chain reaction that will travel far and wide. Two splendid examples of the effect of personal letters were brought out at the workshop. One teacher got her pupils to write "thank you" letters to the van drivers and the janitor at the end of the school term. Another teacher, in order to commend the action of an MLA sent out letters to other teachers calling attention to the fact and sent the MLA a copy.

But these maxims are only incidental to the work actually accomplished at the Banff conference. The prime objective was to prepare a long-range program of ways and means to achieve better relations with all publics.

The first step was to define our publics. We broke down the general public into 18 groups as follows:

1. Staff
2. Students

3. Parents in HSA
4. School Board
5. Parents Not in HSA
6. Municipal Council
7. Business Groups
8. Labor Organizations
9. Farm Groups
10. MLA Groups
11. Church Groups
12. Daily and Weekly Press
13. Radio Stations
14. Community Leaders
15. Faculty of Education
16. Department of Education
17. Taxpayers
18. Principals

The status of present relationships with each of these publics was estimated, the principal problems with each public outlined, and the priority rating which should be given to each of them determined.

Then the delegates got down to the serious business of seeing how each of these twelve techniques might be used in dealing with each public:

1. Opinion Surveys.
2. Personal Contact (Conversations, Conferences, Meetings).

Defining the teacher's 18 publics was the first step undertaken by Consultant Byron Christian, seated second from left, and the teachers in the Public Relations and Publicity sessions at the Workshop.



3. Telephone Contact.
4. Personal Letters and Communications.
5. Audio-Visual Aids.
6. Reports and Digests.
7. School Publications.
8. Press and Radio.
9. Paid Advertising.
10. Direct Mail Literature.
11. Pamphlets, Circulars, etc.
12. Special Events.

Although only a few of the publics could be treated adequately in the short time at our disposal, at least fifty worthwhile and concrete suggestions were offered. However, the program is far from finished. It is hoped that each unit will consider the suggestions brought back by its delegates and will go on from there.

One of the most cogent suggestions made at the workshop was that each delegate and possibly a member of the writers' group at the workshop form the nucleus of a public relations committee in their district. This committee not only would consider further parts of the program, but could work as a permanent group to:

1. Advise on PR aspects of contemplated school and association actions and activities.
2. Prepare publics for anticipated changes in policies or program so that the changes and reasons for them will be understood.
3. Maintain a constant check on the attitudes and opinions of all pub-

lics to head off misunderstandings.

4. Supervise the training and instruction of the personnel of the public schools in how to improve public relations.

5. Aid in forming citizen leadership committees in the various communities to sponsor the school's program.

6. Aid in fostering cordial relations among members of the staff and administration.

7. Activate all media of communication in interpreting the schools to the community.

8. Aid in fostering satisfactory student-faculty relationships.

It is impossible to review all of the fine ideas that came out of our discussions in this brief article, but each unit will get a full report from its delegates.

To inject a personal note: This consultant learned a great deal more about public relations as a result of the workshop than perhaps he imparted. It was an exciting experience to see the interest of the delegates in public relations and the way they tackled their problems. I feel certain that great strides will be made this year in implementing the program that they have started. If only 10 percent of the suggestions bear fruit, it will be a great step forward.

My thanks to the Alberta Teachers' Association for the opportunity to meet so many fine people and best success to all of you.

The Pictorial Time Chart of Canada (approximately 28 inches by 40 inches) is now offered in conjunction with "The Story of Canada." It is illustrated in full colour and is closely integrated with the text and teacher's manual of "The Story of Canada" by page references and captions. "The Story of Canada" has been prescribed by the Department of Education as an elementary history textbook.

The Copp Clark Company Limited, 495-517 Wellington Street West, Toronto, Ontario, will supply, on request, a free copy of the Chart to any school which is using a classroom set of "The Story of Canada."

Report by H. J. M. ROSS

Consultant, Banff Workshop, and Teacher,
Edmonton Public Schools

Collective Bargaining

MUCH yet to learn. Such was the reaction of the collective bargaining group of the 1951 workshop.

SALARIES AND TEACHER SUPPLY

The question of collective bargaining is still an acute one. On the basis of parity remuneration teachers are still grossly underpaid. Other economic groups still secure a greater share of the national and provincial economy than we do. Six years ago, at the end of the war, there was a woeful shortage of teachers. We heard optimistic predictions that the dearth of teachers would soon be eliminated. It is true that this deficiency has been alleviated somewhat but it is significant that it is still with us, and that this coming year we shall lose ground unless "out-of-province

recruiting" supplies additional teachers. Why does this state exist? The answer is evident; education is not in a position to compete successfully with other professions and vocations for personnel. During the past year salary increases did not compensate for the increase in the cost of living. We have, therefore, no recourse other than that of continued pressure by collective bargaining until at such time as provincial and federal authorities recognize their greater responsibility for education.

PUGH AND BENDICKSON

Much thanks are due to K. A. Pugh, chairman of the Board of Industrial Relations, and H. E. Bendickson, secretary of the Department of Industries and Labour. They were

Collective Bargaining Consultants H. J. M. Ross and H. E. Bendickson, shown in centre, discuss with teachers The Alberta Labour Act, school and municipal finance, collective bargaining, and salary schedules.



in attendance at all the sessions and served as consultants on technical matters concerning applications of *The Alberta Labour Act*. Their wide range of knowledge proved invaluable in the discussions, and had they not been there several very important interpretations of labour legislation could not have been made to the groups.

The workshop discussions centered around (1) *The Alberta Labour Act*, (2) school and municipal finance, (3) collective bargaining, and (4) salary schedules. It is impossible to give even a general summary of the material covered under the preceding headings but certain aspects of the discussion should be commented upon in this article..

STATUS OF THE BARGAINING AGENT

Perhaps one of the most misunderstood sections of the Alberta Act deals with the status of the "bargaining agent." It must be clearly understood that under *The Alberta Labour Act* the bargaining agent is never a person but must be a trade union. Alberta teachers have been granted professional status and as such, the Alberta Teachers' Association is their legally constituted body. Accordingly, teachers unlike other industrial unions, have only one organization, the Alberta Teachers' Association, which they can select as bargaining agent. Should the Alberta Teachers' Association local not desire to appoint a bargaining agent, that is their privilege. In that case, however, since the locals are not in themselves trade unions, conciliation or arbitration could never be invoked under *The Alberta Labour Act*. Should any difficulties concerning salaries arise between the board and the local, the Alberta Teachers' Association could not then intervene until at such time it had been duly certified as the bargaining agent. It is important, therefore, that the bargaining agent should be appointed in advance. Once the ap-

pointment has been made it continues in effect indefinitely. This point should be made clear, however, *appointment of the Alberta Teachers' Association does not mean that the Executive Council takes over negotiations. Negotiations are carried on as usual by the local negotiating committee with the Alberta Teachers' Association only intervening at the request of the local.*

MAJORITY OF TEACHERS MUST APPROVE

The relationship between a bargaining agent and the Alberta Teachers' Association local is a vital one. *The representative of the bargaining agent is not legally entitled to sign a contract with the school board unless there is definite assurance that the terms meet with the local teachers' approval.* In other words a contract signed by a representative of the Alberta Teachers' Association where it is the certified bargaining agent, is of no legal effect if a majority of the teachers disapprove of it. Where there is faulty liaison work between the local and the Alberta Teachers' Association, this aspect of bargaining is an awkward one. This relationship also means that when a new set of proposals have been made which differ from the original demands, these proposals must be endorsed by the teachers as a whole.

SALARY POLICY AND SALARY NEGOTIATING COMMITTEES

The composition and duties of salary policy committees and negotiating committees came in for a rigid examination. It was agreed that the salary policy committee should have several members in order to do research and to prepare material from statistical surveys, financial statements and other source material. The actual committee to present the case to the board should be a small group selected from the salary policy committee. The members of the negotiating committee should be chosen for

their skill in presenting the case as well as for their ability to get along with people.

The salary policy committee must always bear in mind that the proposals which they recommend must be endorsed by the teachers. It is, of course, the duty of the salary policy committee, after due study, to submit suggested revision for approval to the teaching body but it is only after these suggested revisions have been ratified, that it is proper to present them to the board. The approval of the teachers should be secured at conventions, local meetings, or through mailed ballots.

NO CARTE BLANCHE

The signing of a salary schedule is a very important legal procedure and before a contract is signed it should be referred back to the teachers for a vote of endorsement. No local should authorize the negotiating committee to sign a contract nor should a negotiating committee accept that responsibility. Acting as representatives of the teachers but without the *carte blanche* authority to sign places the negotiating committee in a more impersonal position and reduces the possibility of personal entanglement between the negotiating committee and the board. It should be observed here that *The Alberta Labour Act* was designed to ensure that the initiative and power of decision remain with the body of employees.

REASONED ARGUMENT— NOT DEMAND

The presentation to the board by the negotiating committee should be a reasoned argument, not a series of demands. The basis for argument usually adopted is that of "parity remuneration." In other words, compared to other economic groups, we do not receive an equitable share of the national wealth. If the salary policy committee has done its task, the negotiating committee will have a wealth of facts and figures to sup-

port their parity remuneration contention. Locals may secure from the Alberta Teachers' Association office, a list of useful publications which will supply the necessary data. Some of these are available for study in the Library.

COST-OF-LIVING ALLOWANCE

A strong sentiment was expressed for the inclusion of cost-of-living index adjustments in salary schedules. As has been mentioned during the last year, the teaching profession actually lost ground. Cost-of-living index adjustments would at least automatically maintain the purchasing power of existing schedules, while inequities are adjusted by negotiation. The question of a differential in the cost-of-living adjustment, based on dependent status came up for discussion. No conclusion was reached, but it should be observed that trade unions, generally, make no distinction in this respect.

ACCELERATE NEGOTIATIONS

The workshop proposed that serious study should be given to the acceleration of negotiations. In industry, negotiations go on almost continuously until agreement is reached or conciliation and/or arbitration employed. Procedures tend unfortunately to become patterned and teacher-school board bargaining with once-a-month negotiations sandwiched between other business has unfortunately become the accepted procedure. Negotiations frequently last a year or more and one schedule is scarcely signed before negotiations are under way for the next schedule. This is inconvenient and harassing to both parties. To some extent, it complicates school boards' budgets and from the teachers' viewpoint, particularly in recent years, negotiations are terminated under an entirely different set of economic

(Continued on Page 48)

Towards More Effective Association Meetings

Report by LEONARD SAVITCH

Consultant, Banff Workshop, and Assistant, Advising and Counselling, Seattle Public Schools

HOW can we get more of our teachers to attend local and sub-local meetings?

"We have one hundred members and seldom have more than twenty out for meetings. What can we do about it?"

"We go to a lot of trouble planning our meetings. We bring in skilled speakers who do an excellent job surveying professional problems. Teachers listen, but nothing happens."

"I wish we could get some techniques to put life into our organization. There must be ways of improving our association."

These are typical concerns of delegates to the Alberta Teachers' Association Banff Workshop when they met to talk about group development. Through a process of forming a group and looking at the problems therein, they also explored their organizational problems back home. Here is an example of how one group worked.

Delegates first began looking for causes of problems in their own organization. "Many teachers are simply not interested." "Teacher time is limited and they must use it as they best see fit." "Maybe the meeting time and place are not convenient." "There are transportation difficulties." As they talked however, these superficial explanations seemed to lead them nowhere and a short period of silence followed. The silence was broken by: "It's simply the problem of teacher apathy. We can do nothing about it and must live with it. The rest of us must carry the burden for organizational success."

At the beginning of the session, the group agreed that there be a process observer to study the group itself to see if its functioning had some implications in understanding some of the overall problems of ATA organizations. Since the group had reached a point where it seemed to have "bogged down," the observer was called upon for help. The observer pointed out that he felt that an informal atmosphere prevailed, but the participation had not been too well distributed with several members making no verbal contribution. He then hesitated. "There is another point, but I am not sure that it's appropriate to offer it." Encouraged to speak freely, he added, "This is something like the situation at home. I am a person new to teaching and have a feeling that I am expected to behave accordingly. Therefore, I find it difficult to express what I am feeling and thinking in the presence of the older and more experienced teachers."

To this, someone replied, "I don't think that is typical of our group at home. We introduce all new members and tell them that we want them all to feel that they are one of us." Then someone added, "We do the same thing, but I'm still not so sure that all members feel free to speak." *"Perhaps it isn't a question of being told; it is a question of how one actually feels in a group."*

At this point someone brought the group back to its own situation by saying, "I haven't spoken before because I feel at a loss here today. The situation is new to me. I am not



"I find it difficult to express what I am feeling and thinking in the presence of the older and more experienced teachers" was one of the problems studied in a Group Dynamics session. Consultant Leonard Savitch is shown at left in the above picture.

sure what we are trying to accomplish, and feel somewhat overwhelmed by the other members." "This, too, is typical of our own organization. Many members just sit in bewilderment. Is it because common goals have not been defined and are known and understood only by the chairman and his committee?"

Interest in the meeting had picked up at this point. The members were talking about how they felt. They were also relating this to how they and others felt "back home" in the organization. For the next few minutes interesting things were brought out about ATA organizations. "I never feel any responsibility at home." "The executive committee always plans the meetings; all we do is vote yes or no." "Our meetings are dominated by the rural groups." "The urban people run our organization." "I get tired of speakers and speeches that are never directed toward our problems."

As the group had now made a beginning in looking at its own behaviour, it was also learning to look

at some of the back home problems of ATA organization. This kind of perspective into group behaviour is necessary for obtaining information in order to develop the diagnostic skills required to identify group ills before one can determine what steps are to be taken to solve group problems and foster group growth.

From the experience partially described the following ideas were developed:

BELONGING IS A GROUP PROBLEM

Membership in a group can give an individual a feeling of security and satisfaction. It can also be a frustrating experience. When a member feels that he has something to give, that it is wanted, and he perceives his fellow members listening with interest to his offering, then he is apt to be a participating and productive member. A great deal of so-called apathy is eliminated and superficial barriers such as meeting time and place, transportation, etc., no longer need priority consideration. It

is up to the group to establish a group climate encouraging the "learning and growing together" idea, promoting the sharing of organizational responsibilities.

PLANNING AND INVOLVEMENT

Any group wishing to bring about change for the better, must first determine the problems as seen by the membership, the direction and kinds of changes they deem desirable and provide the opportunity for their sharing in the planning of the action to be taken. Simple questionnaires and interview forms may be designed to help serve this end. By such sharing in the group thinking and decision-making, the individual's position in the group is made more secure. Furthermore with this kind of data, groups can develop long-range plans for self improvement.

IMPROVE COMMUNICATIONS SKILLS

To develop common understandings, communication channels must be kept open. Interpersonal conflicts and clique formations within a group may be the "hidden agenda" of many meetings and prevents the group from facing the real task at hand. For seldom is there opportunity for members of a group to sit face to face and share feelings with each other. Where such problems do exist would not a wisely-planned meeting devoted solely to the subject of the discussion of their mutual feelings, interests, and needs clear the air for further group gains?

MEETING SETTINGS AND PARTICIPATION

Every effort should be made to provide the kind of emotional tone and physical setting which encourages maximum membership involvement and participation in meeting settings. Too often communication is one way from speaker to audience or

from chairman to membership. A physical setting which enables members to see each other exchanging points of view, clarifying understandings, and summarizing areas of agreement provides the kind of interaction more apt to lead to group consensus and action.

As these ideas were being developed, members were able to refer to things that were happening within their immediate study group and were able to relate them to similar back-home experiences. From this kind of evaluation a keener appreciation of the kinds of problems that blocked group growth were brought forth. The interrelationship of attendance, planning, participation and involvement became clearer. From this grew a summary of the kinds of things needed for organizational improvement.

Local and sublocal organizations can help themselves to provide more effective meetings if:

1. They are first aware of the need for improvement.
 2. After recognition of the need for improvement, they are willing to examine themselves objectively to discover the kinds of barriers that block their improvement.
 3. They develop the necessary techniques for improvement as suggested by the data revealed in their self-examination.
 4. They develop self-evaluating techniques such as the process observer and the post-meeting reaction sheet as a means of continuous assessment of group improvement. Not only will self-evaluation result in behaviour and technique changes, but it may also promote greater group identification. A sharing of satisfactions and frustrations tends toward group cohesiveness. It also sensitizes members to the many
- (Continued on Page 48)*



Consultant Lars Olson, shown in centre, and teachers study the activities of the Association at both the provincial and local levels in the Administration in the ATA sessions at the Workshop.

Administration in the ATA

Report by LARS OLSON

Vice-President, Alberta Teachers' Association
and Consultant, Banff Workshop

THIS year the group in administration again made a study of the various parts of our association machinery and after examining the effectiveness of these, made several recommendations that may help to consolidate our members so they may work in closer harmony among themselves and also with the public at large in the interests of education.

Many locals have attempted to implement some of the recommendations made at last year's workshop, particularly those concerning school improvement committees and geographic councils. Where success was reported in improved relationship due to the use of school improvement committees, warning was also given not to regard this as a grievance committee or invite complaints. The need for closer liaison between the locals

and their district representative is being met in at least three regions by the set up of informal district councils. The local officers in the region are getting acquainted with one another and with Central Executive policy.

Among the recommendations made were these: district representatives should be invited to attend and speak at conventions, rallies, executive meetings, or local meetings; the district representative could call a meeting by inviting councillors, interested teachers, and/or members of the local executives in his region to discuss various matters of common concern.

PUBLIC RELATIONS IN ADMINISTRATION

The field of public relations was

dealt with by another group but it was felt that a matter of such great concern to all teachers directly affects administration.

The following devices have been found useful for improving public relations:

1. Social gatherings to introduce new teachers in September and functions for retiring teachers at the end of the school year.
2. Articles and publicity in the local newspaper.
3. Radio talks.
4. Festivals and track meets.
5. Teachers as guest speakers at the functions of various organizations. Teachers must always keep in mind that the best public relations can be fostered within the classroom. What the child has to say about the teacher has the greatest effect upon what the public will think about the school.

FUNCTION OF LOCAL AND SUB-LOCAL EXECUTIVES

A considerable amount of time in each of the four groups was devoted to a survey of the setup and function of local and sub-local executives.

1. In most divisions officers of the local are elected at the fall conventions. Some locals have a nominating committee.
2. Nominations from this committee in some of these locals are supplemented by nominations from the floor. A difficulty arises where there is a great turnover of teachers, in which case little is known of individual abilities or experiences.
3. It is desirable that the senior officers of the executive of the local be experienced members.
4. It is also desirable that senior positions be rotated thus providing experience for as many people as possible.
5. Councillors should be members of the local executive and possibly of the collective bargaining committee.
6. It was felt that a liaison com-

mittee should be appointed whose duty it would be to work with the board and the superintendent in an effort to smooth out any difficulties that may arise between the teacher and the board, superintendent, or local district and thereby possibly offset any friction.

7. It is desirable to keep the office of secretary as continuous as possible. This will provide a stronger link with the Executive Council.

8. Remuneration to Annual General Meeting councillors should be generous enough to cover all out-of-pocket expense, plus a little more, in recognition of the holiday time that has been forfeited.

9. It is important that the councillors be given the opportunity to report to the local after the Annual General Meeting.

COUNCILLORS' DUTIES

The following were considered as councillors' duties:

1. Be a member on the salary and publicity committees.
 2. Be a member of the executive.
 3. Be present at local meetings to discuss contents of newsletters.
 4. Attend the Annual General Meeting.
 5. Report to locals and sub-locals.
 6. Meet with other councillors of the geographic district to form a council which would meet with the district representative.
- To keep up attendance at meetings:
1. There must be a feeling of "belonging" on the part of the membership. Letters of welcome would do much to foster this feeling.
 2. Programs must be well-planned and stimulating. It is felt that this is of greater importance than "sugar-coating" with lunches, picnics, tours, etc.
 3. Principals of the schools and other senior members of the local association must display an active interest if the younger members are to be expected to take an active part.

DELEGATES MAKE RECOMMENDATIONS

Other recommendations were:

1. We recommend the retention of the present scale of fees until such time as the Association has solid financial reserves. It is the responsibility of the Banff workshop delegates to discuss with the locals the need for such reserves in case of emergency.

2. One group protested the practice of introducing old resolutions (policy) at the Annual General Meeting and they felt that these resolutions should be adopted as Alberta Teachers' Association policy at once. The Executive, however, is of the opinion that some of these resolutions may have been passed without complete information on the subject, and, therefore, resolutions of policy should be introduced several years in succession.

3. A new problem has arisen as a result of the formation of counties. Therefore, we would advise that a resolution incorporating the ideas stressed in the following suggestion be framed by the Executive Council.

"Whereas, the county system of local government has delegated school business to a school committee of the county council; and

"Whereas, it is customary to exclude the public from such committee meetings and thereby any teacher representative; and

"Whereas, the county school committee is in many respects a school board;

"Be It Resolved, that school committee meetings of the county councils be considered public in the same manner as school board meetings are at present, and in particular that liaison with teachers who wish to send a representative to such meetings be made permissible."

4. It was recommended that when local members are on legitimate association business, they be paid liberal mileage for travelling, plus out-of-pocket expenses.

5. Interest and activity among teachers in some locals are low, hence the local is not functioning properly and effectively. This situation is harmful to the entire Association.

It is recommended that the matter be taken up by the Central Executive and that stress be placed on

- (a) Reorganization of such locals.
- (b) Arousing the interest and support of the teachers concerned.
- (c) Improvement in salary schedules.

The above material is submitted as a brief report of the discussions and deliberations of the four groups in Administration at the Banff Workshop, 1951. May I conclude by expressing my appreciation to all members of these groups for their contributions.

It is easy in the years of childhood to cripple human ambition and ability. There is now scientific evidence that the children of families in the lower socio-economic group have a great fund of ability, and many new abilities, not recognized or developed by the schools. If new ability is to be developed, it must be discovered and trained in the public schools. The free school in America must be the ladder of the people.—Allison Davis, Professor of Education, Chicago University.

Consider the Reader When You Write

Report by HOWARD M. BRIER

Consultant, Banff Workshop, and Professor of Journalism,
University of Washington

BE interesting. Be accurate. Be brief. Those three factors must constantly be in the mind of the writer who would hold his readers.

Interest comes first, for if an article or story lacks interest, it will also lack readers.

Consequently, when the writing group at the Banff Workshop made an objective approach to the problems of the author's craft, interest was the first topic considered.

What is interesting? Here are some of the things in which large numbers of people have shown an interest in the past, and doubtless will continue to show an interest in the future:

Conflict, self-preservation, food, living quarters, clothing, life and death, prominent people and places,

adventure, sex, establishing new records, oddities, animals and pets, children and old people, crime, religion, travel, money, valuable collections, strange people, strange customs, vocations, avocations, mystery, suspense, predictions, health, education, success, tragedy, comedy, contrast, home-life, inventions, sports, luck and chance, patriotism, disloyalty, public reactions, observations, descriptions, the fine arts, charity and philanthropy, drama in everyday life, racial differences and similarities, accidents, disasters, politics, science, progress.

These items are not arranged in any particular order, and the list is not complete. It will serve merely as a starting point for a discussion of

"What is interesting?" This was the first topic considered by Consultant Howard M. Brier (standing, centre) and the teachers in the one-week course in writing at the Banff Workshop.



the question: What is interesting?

Scan the stories in your daily newspaper, and check them against the list. You will find that most of them are interesting because of one or more of the factors. For example, a story on the Korean war would be interesting because of conflict, self-preservation, life and death, tragedy, etc. Articles written for national magazines on this subject are interesting for the same reasons, as are stories told over the backyard fence by parents of the boys in the service.

The professional writer knows the interest-impelling factors, and he employs them at every opportunity.

Next, be accurate. If you make a statement that Joe Blow has the largest barn in the province, be absolutely sure that it is the largest. If some other farmer has a barn two feet longer, or six inches wider, your statement is not true, and you will lose the confidence of your readers as well as your editor. Check all factual material before submitting it for publication.

Finally, be brief. If you are tempted to write a sentence like the following you will lose your readers: *Joe Blow, who raises more wheat per acre than any other farmer in the province, was awakened from a sound sleep last night by a strange light which flared through his bedroom window, and upon investigating he discovered his barn was on fire, but it was too late to do anything about it and the structure was totally destroyed.* Obviously, the sentence is too long. Instead of 59 words why not employ 9 words: *Joe Blow's barn was destroyed by fire last night.*

Styles change in writing just as they do in clothing and in the design of airplanes. This is a streamlined age, and writing usually reflects the era in which it is composed. True literary genius need not abide by the rules, but if your purpose is simply to capture the attention of readers—be interesting, be accurate, be brief.

Faculty of Education Announces Radio Themes

Educational philosophy and psychology will be themes in radio programs to be released by the Faculty of Education. Program time is 8:15 p.m. every Wednesday over CKUA. Dean H. E. Smith opens the series with a talk on "The Philosophy Called Pragmatism."

The Division of Educational Psychology follows with a series of four talks on "Your Child's Personality and Its Development."

Through discussion of actual cases, the speakers will seek to portray desirable and undesirable tendencies in the development of personality, and will endeavor to show how parents, teachers, and social groups may best work towards the attainment of healthy personality development in children.

The programs are scheduled as follows:

October 17—Dr. H. E. Smith—"The Philosophy Called Pragmatism."

October 24—Dr. S. C. Clarke—"The Development of Personality in Infancy and Early Childhood."

October 31—Dr. R. E. Rees—"Personality Change in the Elementary School."

November 7—Dr. J. W. Gilles—"The Impact of Adolescence on Personality Development."

November 14—Dr. G. M. Dunlop—"How Parents May Assist Their Children Toward Sound Personalities."

THE LABOUR ACT AND TEACHERS

OPEN LETTER TO R. HENNIG,
PRESIDENT ALBERTA SCHOOL
TRUSTEES' ASSOCIATION

Dear Sir:

It is noted with regret that at the Labour-Management Conference on June 26, you asked that teachers be excluded from the benefits of *The Alberta Labour Act*.

The Executive Council of the Alberta Teachers' Association finds it difficult to understand how a person who has spoken at our Annual General Meetings in favour of a provincial salary schedule for teachers could suggest that teachers should not be included under *The Alberta Labour Act*; which, in effect, means that salary negotiations and salary schedules would be entirely at the discretion of the school boards.

Information about your request came as a surprise to the teachers. They have been under the impression that you have favoured a provincial salary schedule, negotiated by representatives of both trustees and teachers. The Alberta Teachers' Association had not heard that the executive of the Alberta School Trustees' Association or the annual meeting had authorized you, as president, to make this request.

Yours very truly,
ALBERTA TEACHERS' ASSOC.
Per ERIC C. ANSLEY,
General Secretary-Treasurer.

HENNIG'S REQUEST TURNED DOWN

June 27, 1951.

Eric C. Ansley, Esq.,
General Secretary-Treasurer,
Alberta Teachers' Association,
9929 - 103 Street,
Edmonton, Alberta.

Dear Sir:

Upon Mr. Ansley's instructions, our Mr. Owen attended the afternoon

session of June 26, 1951, of the conference between employer and employee groups called and presided over by the Minister of Labour. The session was held in the Council Chamber of the Parliament Buildings and about one hundred representatives of labour and management were present.

During the period attended by Mr. Owen part 5 of *The Alberta Labour Act* was dealt with. During the discussion of Section 57 (f), a Mr. Hennig, speaking on behalf of the School Trustees' Association, submitted his group's view that teachers should be excluded from the operation of Part 5 of the Act. Mr. Hennig stated that the present Act specifically excludes members of the medical, dental, architecture, engineering, and legal professions and submitted that the members of the teaching profession should be placed in the same position as other professional men and women.

Mr. Owen was recognized by the Chair after Mr. Hennig had finished and stated that he was instructed to oppose the trustee's suggestion most vigorously. We said that whilst the nature of a teacher's duties put him in a class with other professional men, his conditions of employment make it essential that he retain the protection of the Labour Act. It was pointed out to the Minister that disputes arise between an employer of teachers and the staff and that machinery is required to settle such disputes speedily and equitably. We stated that the system evolved under the provisions of the Labour Act is a fair one and an expeditious one and that your Association would have the most serious of objections to any change or derivation.

Yours truly,
FIELD, HYNDMAN,
FIELD & OWEN,
Per: PETER M. OWEN.

Inflation, Salaries and Pensions

Employee Benefit Plan Bulletin
WILLIAM M. MERCER LIMITED

THE RATE OF INFLATION

If we assume that the official cost-of-living index is a realistic measure of the change in the value of the dollar, prices of consumers' goods have increased at an average *compound* rate of about 7.5% per year* during the six post-war years, July 1, 1945, to July 1, 1951.

If this rate of inflation continues (and we hope it doesn't although some economists feel that an annual rate of about 10% goes along with our present type of economy), these are the kind of prices which a young man now 25 can look forward to when he retires: a loaf of bread—\$2.75; a pack of cigarettes—\$7.25; a pound of coffee—\$18; a bottle of whisky—\$90; a low-priced automobile—\$45,000; a six-room house—\$275,000.

At the same time the *monthly* wage he may expect to receive would be: as a clerk—\$3,500; carpenter—\$6,000; office manager—\$9,000; reasonably high-salaried official—\$35,000.

During the first half of this century prices seem to have increased at an *average* compound rate of something less than 3% per year. If we could return to an "old-fashioned" rate of inflation of about 3% per year, the corresponding prices would be only: a loaf of bread—50c; a pack of cigarettes—\$1.25; a pound of coffee—\$3.25; a bottle of whisky—\$16.50; a low-priced automobile—\$8,250; a six-room house—\$50,000.

The corresponding monthly wages would be only: as a clerk—\$650; carpenter—\$1,000; office manager—\$1,500; reasonably high-salaried official—\$6,500.

* The exact figure is 7.69% per annum, compounded annually.

PENSION FUNDS AND INFLATION

Whether or not the printed rules of a pension plan formally recognize it, the plan's long-term undertaking must be to provide a pension to an employee when he becomes unable to do productive work (not necessarily at age 65 or any other uniform chronological age), determined by his years of service and price and wage levels at about his date of retirement.

In the old days it was possible for a pension fund to purchase government bonds and other prime fixed income securities yielding 3 to 4%. The yield on such a fund offset the basic rate of inflation of about 3% and left a small margin of real earnings to help meet the pension plan's actual long-term undertaking.

Today, the same prime fixed income securities are yielding about 3½% but, as mentioned in the above article, the rate of inflation which *really* determines the pension plan's long-term undertaking has been going on at a compound rate of about 7½% per year. Funds invested in prime fixed income securities, then, having been earning a *negative* yield of about 4%, as far as the fund's real obligation is concerned.

In the long run, the matter will probably right itself. The rate of inflation must decline and/or the yield on prime fixed income securities must increase. The present large gap is a combination of inertia in investment thinking and the hope that the high rate of inflation will not continue. *The longer a given rate of inflation does continue, however, the fewer people there will be who will be willing to invest at a yield less than that rate of inflation.*

But this may take several years. Should anything be done in the meantime to protect a pension fund from the ravages of inflation? We don't know because we don't know what the future holds. All we can do is point out some interesting figures. If a part of a fund had been invested on July 1, 1945, in shares of a well-established mutual fund* made up of sixty-odd selected common stocks and a few preferred stocks and bonds, and the dividends reinvested in the same shares, the yield at market on July 1, 1951, would have been 9.58% per annum, compounded annually, for the entire six-year period. This yield would have offset the rate of inflation of 7½% during the same period and left a margin of real earnings of 2% to help meet the fund's actual long-term undertaking.

The trustee of a pension fund (or any other fund from which a person or persons expect to live) is concerned with two entirely different types of security. One is to protect the paper dollars for which he is trustee and this type of security can be easily obtained by purchasing fixed income securities promising to repay a stated number of paper dollars. The other is to protect and increase the purchasing power of the fund and this can only be done by purchasing equities in the future productive capacity of Canada, through any one of the several mutual funds or, in the case of a large enough pension fund, by the direct purchase of a varied list of equity stocks.

Each trustee will have to compromise, according to his best judgment, between the two types of security.

* Commonwealth International Corporation Limited. This fund was established in 1933 and has paid dividends regularly since. An investment in the fund in 1933, with all dividends re-invested, would have resulted in a yield of 7.48% per annum, compounded annually, for the entire period, if the accumulated shares were sold on July 1, 1951.

Excerpts from Secretary's Report

CTF Conference

INTRODUCTION

IMPROVEMENT in the education of the Canadian child and achievement of a higher status for the teaching profession are the twin objectives of the Canadian Teachers' Federation. They are inseparable; gains in one will lead invariably to gains in the other. Better teachers will result in better education for the child and better educated children and youth growing into more enlightened citizens will ultimately result in a greater appreciation of the importance of the teacher and raise the status of the profession . . .

Unity is essential if our fortunes are to prosper and we are to achieve the status nationally, provincially, and locally which we believe our profession merits. Unity, however, does not imply that there is no room for divergency of opinion on specific issues. Teachers who are engaged in efforts to help young people learn how to think ought to be expected to exhibit a good measure of that quality themselves. Of all segments of the community, teachers should be least inclined to follow blindly.

The healthy growth of our professional organization will depend to a large extent upon the provision of opportunities for expression of various points of view, the intelligent evaluation of these differences, and the acceptance of an operation of democratic processes. We must ultimately arrive at an agreement that will avoid a stalemate and allow us to move forward another step toward our objective . . .

REVIEW OF THE YEAR'S ACTIVITIES

The Canadian Teachers' Federation from its Saskatoon Convention

E. T. Wiggins, principal at Didsbury, Alberta, was president of this year's conference at Charlottetown in August. The Conference was very successful, but there was not much time provided for an interchange of provincial opinions and experiences. Marian Gimby, F. J. C. Seymour, and Eric C. Ansley were the Alberta Teachers' Association delegates at the conference.

sent to each Provincial Premier and Minister of Education, as well as to the Prime Minister of Canada, a strong declaration on federal aid to education, urging that this important matter be carefully considered at the Federal Provincial Conference. In replies received from the Premiers, five of them indicated that they would do what they could to have federal aid placed on the agenda of the Federal Provincial Conference.

By resolution passed at its conference, the Canadian Teachers' Federation made known its strong opposition to *The County Act* in the Province of Alberta and to any similar legislation elsewhere which would tend to deprive school boards of their autonomy.

The Canadian Teachers' Federation made strong representation to the Minister of Finance, calling for an amendment to *The Income Tax Act* to allow the deduction of teachers' professional fees from taxable income. Efforts to obtain this change were successful . . .

The Canadian Teachers' Federation was offered representation on the Canadian Education Association Research Council. The president requested the secretary to maintain a liaison with this body until our directors' meeting in January. At the directors' meeting, the appointment of the Secretary was confirmed and the CTF made an approach to the CEA to set up a joint committee to explore the possibilities of establishing a Canadian Council for Educational Research. The Canadian Teachers' Federation submitted to the CEA Research Council an extensive list of suggested projects for research.

The Canadian Teachers' Federation continued to be active on the Canadian Research Committee on Practical Education. The CTF secretary who serves as a member of the Executive of this Research Committee attended executive meetings and also the Annual Meeting on March 30. Following the annual meeting, copies of the report, *Two Years After School*, were distributed to provincial teachers' organizations and a questionnaire to obtain teacher reaction to this report was circulated. Replies to this questionnaire were coordinated and a report was submitted to the Research Director at the end of May.

The CTF continued to press for federal aid for education. Our office provided material throughout the year to speakers, press, and radio. We interviewed prospective supporters in parliamentary circles and among the general public.

We retained the support of organized labour. Both the Trade and Labour Congress of Canada and the Canadian Congress of Labour reiterated their stand in support of federal aid when they presented their annual briefs to the Cabinet.

When Mr. Knight's motion for federal aid was brought before the House of Commons on February 19, the CTF office immediately got in touch with the offices of the provincial teachers' organizations and with other organizations who had supported federal aid in the past, and stimulated a lobby to bring to the attention of Members of Parliament the fact that their active support was expected in the current debate in the House. Telegrams and letters flowed in within the next few days from all parts of Canada.

BARNETT HOUSE

9929 - 103 Street
Edmonton, Alberta

Official opening of the Provincial headquarters building for the Alberta Teachers' Association will be held on November 24 at 3 p.m. Every member of the Alberta Teachers' Association should have a personal sense of ownership in the ATA Building, which has grown, as the Association, through the efforts of all the members throughout the years.

All teachers are invited to come to inspect the building on November 24, or on any other day on which they happen to be in Edmonton. Teachers meeting in conventions in Edmonton this fall have made arrangements to visit the new building. A number of teachers attending summer school, or living in Edmon-



ton, have already paid a visit to our new headquarters.

Barnett House is located on the east side of 103 Street, a little over a block south of Jasper Avenue.

Through our secretary's participation on the executive of the World Organization of The Teaching Profession, Canada played her part at a conference held in Paris at the end of November, aimed at achieving a world confederation of existing teachers' international organizations.

During the year a CTF committee has been studying the whole picture of superannuation and a report will be submitted at the 1951 conference.

The past year saw the affiliation of the Newfoundland Teachers' Association with the Canadian Teachers' Federation. The CTF supported the NTA in its efforts to obtain a Professional Act and the CTF secretary discussed the matter with Newfoundland's Minister of Education.

Good relations were maintained

with trustees' organizations. President Wiggins represented the CTF at the Annual Convention of the Canadian School Trustees' Association in Victoria and Secretary Croskery met with a committee of the Saskatchewan Trustees' Association in June to discuss research work which they are undertaking in the field of federal aid.

MEMBERSHIP

The affiliation of the Newfoundland Teachers' Association and the gradual increase in the number of members in all other provinces but one have raised CTF membership in the past year about 5.8 per cent to an all-time high of 61,385 paid-up members, or a total of 62,702 including honorary and associate members of provincial organizations.

Mathematics Teaching

EVA JAGOE

Calgary

AFTER following Mr. Charyk's articles on mathematics since last October with interest and, I must confess, with some misgivings, I am prompted to write a few comments based on my understanding of the articles.

In his first article he urges that teachers examine the immediate objectives of their teaching while keeping in mind the general objectives of mathematics teaching at all levels; and I infer that he also wishes the objectives of education in its broadest sense to be reviewed at intervals. After examining this presentation I feel I am not at all sure of Mr. Charyk's objectives in writing the series nor of his own objectives in the mathematics classroom. It is evident that he wishes the study of mathematics to be a meaningful activity for his pupils, and to contribute to the growth of each pupil, and ultimately to the improvement of society. Surely every teacher of every subject wishes the learning process to be meaningful! As for growth, it is not particularly easy to measure except in some simple physical sense, and the improvement of human society also escapes precise definition. Consequently I could wish that Mr. Charyk had revealed somewhat more clearly his own philosophy of education and his own immediate aims in the teaching of mathematics. They would have contributed much to my understanding of his writings. Just what is he trying to do? Has he some new theory of education to propound?

I gather that he subscribes to the following basic ideas:

Mathematics teaching should re-

sult in the pupils' increased facility in the use of numbers and in such applications as are found in the arithmetic of buying and selling, building and manufacturing, in short in everyday arithmetic.

Mathematics teaching should result in an appreciation of spatial relations and the beauty of geometric forms found in art and nature.

These, however, are not enough. I feel that he must add that mathematics should give students an understanding of logical argument, especially of postulational reasoning. I do not know where our students are going to get this if not in our mathematics classes. Once the teachers of this subject justified much of the content of their courses on grounds of mental discipline and the transfer of learning. In time such a point of view became untenable and was thrown into the discard. Now once again, however, there is strong support for the teaching of mathematics to promote and even develop good thinking habits in pupils, but we have changed the emphasis. Teachers realize at last that they must direct their instruction toward the end of good thinking. Transfer does not take place automatically. I am sure that Mr. Charyk would not minimize this highly important phase of good mathematics teaching; it merely got left out in his enthusiasm for some of the devices he has found valuable.

Without understanding, no progress can be made in any classroom, in any subject. With that refrain of Mr. Charyk's we all heartily agree. When confronted with an entirely new concept all, young and old alike,

are at least momentarily bewildered. It is the teacher's business in most subjects so to present the "new" topic that it does not seem new to the pupils. In mathematics, because of the sequential nature of the subject, many if not most of the new ideas presented will come from the pupils themselves (if the groundwork has been adequate) and they will think the whole topic was their contribution to teacher's enlightenment.

Too many of us think we are teaching when we are showing the pupils how, and giving them a chance to work examples to demonstrate whether or not they "got it." In mathematics at any rate that is an uninspired form of teaching, unproductive in its results.

Mr. Charyk's emphasis has been on concrete experiences. He repeats in one way or another the need, as he sees it, for giving our pupils the opportunity to touch, to manipulate, to build. If he had restricted this demand for tactual experiences to the initiating of topics in the course I would endorse what he says almost unreservedly. Maybe that is what he meant but I fear not. Much harm has been done small pre-school children, as every grade one teacher knows, by ambitious parents teaching them to recite the cardinal numbers in the belief that they are teaching them to count. They must, of course, count people, toys, blocks, long before they can deal with number as an abstract entity. On the other hand, we are unhappy when we find children beyond the primary grades counting their fingers or objects around the room to give us the result of such a combination as five and seven. That is, the abstract idea must emerge from the concrete situation if the whole process of number combinations is to be a useful tool to the children. And I would go farther and say that the abstract idea must not be delayed one day beyond the child's readiness to leave the concrete behind.

Bringing this to the secondary school level I am not sure that I can view with equanimity a shelf full of pyramids, cones, cubes, and spheres. Certainly models of all sorts have their place in the mathematics classroom. When students in Geometry I are first confronted with problems involving relationships of height, altitude of one triangular face, and length of the edge of a pyramid, they very definitely need to examine a model of some sort. My personal opinion is that it ought to be a simple knitting needle model held together with plasticine, or a model cut out of heavy paper, so that it can be destroyed without any qualms when the students have satisfied themselves with it. In fact, I think it should be so destroyed. Teachers of dramatics, I believe, give their classes exercises to increase their awareness so that they may create an illusion of reality out of these make-belief things on the stage. They ask them, for example, to see before them a door, to open it, to enter a room crowded with objects, to walk around this room handling this or that, all on an empty stage. In similar fashion can we not ask our geometry students, once they have examined a model very carefully and put it away, to see before them a cone, to see it cut vertically through the apex, to see the section, to tell us certain relations which exist, or which are pertinent to the problem they are solving?

Again I repeat that no one questions the necessity of using concrete objects on occasion, and there may be teachers who need to be reminded to make all their presentations as real and as close to the pupils' experiences as possible. Further than that, all of us need to be reminded from time to time of devices for assisting in learning. Often in fall conventions the ideas presented are not so much new as refreshing. But I would like to remind Mr. Charyk, and all of us who teach mathematics, that building a mathematics labora-

tory and collecting a variety of exhibits for it will not make a mathematics teacher any more than a library of good books will make a teacher of English. It is even a matter for discussion whether the presence of readily available models may not inhibit or at least retard the actual transition to abstract thinking.

Further, a laboratory full of models, a class busy constructing them, or measuring walls, or computing the cost of building a rink, may lull a teacher into a false sense of achievement. It is so easy to see the class doing something, and so satisfying. It is much more difficult to phrase a question which will reveal thought processes. Consequently, I would urge that all mathematics teachers be very sure that in becoming enthusiastic about multi-sensory aids as the new wonder drug for our mathematical ills they are not succumbing to man's eternal unthinking optimism. In this connection I should like to comment that in the mathematics magazines from across the line the first rosy glow which surrounded these aids has faded somewhat. That is as it should be. They are teaching devices and only devices. As Mr. Charyk himself says, "There is always the grave danger that the teacher might forget the goal of his teaching, and begin to use the tools and procedures of the subject matter as ends in themselves."

What kind of careless thinking or lack of thinking accompanies this sort of all too-common statement in dealing, in this case, with discount? "The books will cost $5/100 \times \$10 = 2-10 = \8 ." Instead of building a very beautiful mathematics laboratory, I would prefer to teach pupils the beauty of precise statement which gives the truth in simple, direct terms. The language of mathematics is beautiful in its simplicity and its symbolism, and it should be taught so as to make these qualities clear. And don't think your pupils won't enjoy it, for they will! And they get

a real thrill out of the mastery of a problem where the only concrete objects involved are pencil and paper!

In the November 1950 magazine I saw a cartoon admonishing the pupils when dividing by fractions to invert and multiply. That is one of the most dangerous maxims ever given to a class. Let the rule, when the pupils themselves discover it, be correctly stated, but long before any rule is stated let the pupils see what division by a fraction is all about. The rule will then appear as a neat summing up of a process that has some meaning. But by all means let us talk only of inverting the divisor.

Have you had to cope with high school pupils who told you they got a certain result by "cross-multiplying"? If the solution of equations is taught with meaning this phrase will never occur. It has cropped up in some of our classes as meaning to multiply both sides of the equation by the lowest common denominator to clear of fractions. The only textbook in my possession which uses the phrase "cross-multiplication" does so in explaining how to find the ratios of three variables from two linear equations. The term "cross product" is used in many texts for finding the middle term in the product of two similar binomials. Hence, cross multiplying can have very little meaning for our students.

There are many other vague terms and misconceptions rooted in them that should be discussed some time. Then what about the history of our various symbols and concepts and procedures? High school students are very interested in origins and should be given as much historical background as possible. Mathematical puzzles have always held a fascination for man and those with a long history especially enrich many a topic.

Once there was a very worthwhile department, or so I thought, in *The ATA Magazine* called the Math-

(Continued on Page 50)

Shall We Teach or Train?

HATTIE CHESTER
Barons School District

THE current controversy in educational circles as to whether the emphasis in the curriculum should be upon academic or practical courses is becoming more interesting to the public. Parents of children of high school age are facing the same problem that confronts the teacher—how can we keep our teenagers in high school longer. It is generally believed that the school fails to hold the interest of youth because the emphasis is placed upon academic courses, and offers too little for which the student can see any practical use. But is the aim of education merely to give the student something he can take away and apply in his trade or business?

We call a man a savage because he is uneducated. Yet we cannot say he lacks practical knowledge. The most primitive people have sufficient practical knowledge to serve their needs—to enable them to make a living, to rule their community, to carry on intercourse at the primitive level. If that is the end of education, then there is a great deal of money being spent on high schools which could be better spent subsidizing employers to train youth in the actual work at which they intend to make their living. The school, up to the end of the secondary level merely provides a general background of knowledge, of mental training and discipline, upon which the student builds when he goes into the world.

The advocates of a more practical education apparently would have the student taught only to read, write and do simple sums; then would train him for a trade or business without further background. Where then, is he to learn those great lessons of

humanity that only history and literature teach? Where will he come into contact with the great and noble thoughts that have inspired men through the ages? If we send out from our schools youths who have had no contacts with these things we are failing in our duty to them. We are, indeed, creating a civilization in which such ideologies as Communism can flourish. It may well be that the turning aside from the teaching of the classics, from the sage wisdom and philosophy of Confucius and other scholars, in the schools of China in the last fifty years, laid the foundation for the conversion to Communism of so many Chinese youths. To offer only a practical education is inevitably to bow to the materialism of modern civilization—to subscribe to the doctrine that which is not useful and remunerative is valueless.

It is not necessary to concentrate upon the teaching of Latin and Greek, or abstract mathematics, which are truly meaningless to the youth, in order to give him a background that is cultural as well as practical. There is no reason why mathematics cannot be built around problems of living—mortgages, insurance, foreign trade, building and measuring, even navigation—instead of the present abstract algebra, geometry, and trigonometry. In social studies there is more and more correlating of the events of the past to the events of the present, so that the lessons learned from the past may be turned to the solution of the problems of today's society. There does not seem to be anywhere to go for the great truths of literature except to the masters, but these do not alter any more than social problems do—

they only vary their aspects.

Dr. Robert C. Wallace of Queen's University, in a recent magazine article said: "The present utilitarian emphasis may drown out the appreciation of the finer values of life which came from the older classical education. The classical-mathematics regime was serverely disciplinary. It sharpened the mind and gave a fine sense of the meaning of words. It cultivated the aesthetic feeling . . . Today . . . young people go out from collegiate insitutions with a better sense of contemporary issues than they did under the classical-mathematics discipline—but their minds are not disciplined. They are not capable—generally speaking—of original thinking. They take their opinions from their favourite newspaper, are swayed by catchwords."

If one has no background upon which to build—how can he think for himself? Lacking the knowledge of fundamental truths the smart catchword seems a verity. Moreover the mind is not trained to think, nor to retain knowledge. Memorizing of facts has become almost a crime—maybe the student has heard of a certain fact, but he can't remember just how it goes—hence he can't go on from there to think out the problem.

In their desire to make school attractive to the student, educators have often sacrificed those disciplines that would provide the student with the ability to think and to evaluate facts, equipping him instead with a few practically useless habits. Dr. W. G. Hardy, head of the department of classics, University of Alberta, wrote in an article: "Our high schools are producing an undereducated and overopinionated mass of people. Less and less is taught about more and more. Most vocational training courses, are hobby courses, not education. The Romans were enthusiastic about vocational education, yet Greece is remembered for its

brains and Rome for its drains." One has only to teach some of the present high school courses to realize the truth of Dr. Hardy's statement.

If we are to have practical education, very well, let us have it in properly equipped schools, or under government supervised apprentice systems. Students should go to these schools after a general course at the secondary level which would provide them with the tools to enable them to make the best use of their training. And let us have no nonsense about it, every student would take those secondary courses, because he could not secure admittance to a vocational school without them; no employer would accept him as an apprentice. Then there would be no more students leaving school at the intermediate level, or grade ten, merely because they are "bored." Such students will no doubt be bored by vocational training, by a job—yes, even by life itself—but that is no reason for ceasing to exist. One of our nationally known business training schools closed its doors in a major Alberta city at the end of June, because, its owner states, the young people who come to him for training have such inadequate backgrounds that he can no longer turn out graduates of the quality his reputation demands. Too many of these "bored" young men and women from grade nine and ten find their way into the business college classes, where they probably continued to be bored.

In Stamford, Connecticut, an old lady left the increment from a small sum of money to provide toys, skates, balls, even on occasion a special dress or suit, for the underprivileged children of the city. She stipulated that the money was never to be used for necessities, not even medicine or dental care. She recognized the fact that, while the authorities would see to the needs of the body, these

(Continued on Page 50)



Our Library

Physical Science for High Schools—

Accompanied by a Teacher's Guide. Hogg, Cross, and Little, *D. Van Nostrand Company (Canada) Limited*, text \$4.40, guide \$1.00.

To be an intelligent and useful citizen in our modern world, a person cannot simply take for granted such natural phenomena as electricity, weather changes, the varied formations of the earth's surface, or the movements of the planets. He must try to understand these phenomena in order to appreciate their importance and influence upon our civilization. He should know something about the basic principles and laws of physics, chemistry, geology, meteorology and astronomy—the so-called physical sciences.

In developing their course in the physical sciences, the authors have selected *combustion* as their unifying theme. The story of combustion is, in large measure, the story of the advancement of civilization. They frequently use the historical or sociological approach and, of course, make constant reference to everyday phenomena.

Throughout the text, there are directions for numerous demonstrations. Students like to see things happen. If the demonstrations are well performed, they will stimulate the students to undertake the projects found at the end of most of the chapters. Some of the projects can be attempted by the class as a whole; others by individual students who are especially interested in particular subjects.

Educational Psychology—

Robert Sidney Ellis, *D. Van Nostrand Company (Canada) Limited*, 535 pages, \$6.15.

The novel feature of Professor Ellis' contribution, in a field in which numerous textbooks are in existence, is its educational, problem-centered approach. The *atmosphere* of the usual textbook in educational psychology can be summarized in two questions:

1. What are the psychological facts and principles?

2. What are their implications for education?

The problem-centered approach that has been emphasized by Professor Ellis turns things almost completely around. It can be summarized in two related but different questions:

1. What are the problems met in education?

2. What has psychology to offer in contribution to the solution of these problems?

To the extent that learners of educational psychology recognize and accept the problems as their own, and to the extent that the problems seem urgent, the psychological material in the text should become vitalized and, hence, better remembered in functional ways.

'Tis the good reader that makes the good book.—Emerson.



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NOTICE

The Board of Administrators wishes to remind all teachers who served with the Armed Forces during World War II that, according to Section 5 of By-law No. 1 of 1948, application to pay into the Fund for that period of service must be made before July 1, 1952.

"5. (a) A teacher who was employed as such in Alberta immediately prior to his enlistment may pay into the Fund for the years or any part thereof during which he was absent from the teaching service while serving in the Canadian or Allied Forces during the Second World War and for so long thereafter as was necessarily required to obtain his discharge, an amount equal to three percent of the salary which would have been earned by him during the period for which payment is made based on his rate of salary immediately prior to enlistment, together with interest thereon at the rate of three and one-half percent per annum, computed from the time or times on which such contributions would have been made had he not been absent from teaching service in Alberta to the date of payment into the Fund, and thereupon such years or parts thereof after attaining the age of thirty for which he has so contributed shall be deemed to be pensionable service; but in any event one-half of such years or parts thereof

after attaining the age of thirty for which he has not so contributed shall be deemed to be pensionable service. Provided nevertheless that for the purpose only of computing a normal pension under Sections 11 and 14(h), such years or parts thereof prior to attaining the age of thirty shall also be taken into account in the same manner and to the same extent.

"(b) Pensionable service means also, in the case of a teacher who was employed as such in Alberta immediately prior to his enlistment in the Canadian or Allied Forces in the First World War, his years of service after attaining the age of thirty during such War and the period thereafter necessarily required to obtain his discharge.

"(c) Payment into the Fund under this Section shall be on written application to the Board made before the first day of July, A.D. 1952 and shall be in a lump sum or on such terms as the Board may in its discretion direct."

By resolution of the Board of Administrators, application must be made before July 1, 1952, according to the regulations, and also, some payment must be made on account and the method of payment approved by the Board before that date.

**Board of Administrators
Teachers' Retirement Fund**

The Story of Oil

An excellent 68-page booklet entitled "The Story of Oil" by the late G. W. Auxier, K.C., was published recently by the Western Canada Petroleum Association. Teachers may obtain a copy by writing to
Western Canada Petroleum Association
123 Petroleum Building
Calgary, Alberta.

**A Message to all our friends on the annual occasion
of Personal's Customer Appreciation Month**



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Official Bulletin, Department of Education

No. 141

TEACHER PARTICIPATING IN CURRICULUM BUILDING

Resolutions providing for wider participation in curriculum building were passed by the Junior and the Senior High School Curriculum Committees at their recent spring meetings. These resolutions represent the latest effort on the part of the Department of Education and its advisors to encourage a broad professional interest and participation in curriculum matters on the part of teachers and laymen. The general policy of the Department in this regard has not changed since study groups and public meetings were organized in 1941. But during the last six years its efforts have been towards devising an administratively feasible plan that would permit effective, continuous revision of the curriculum and maintain relatively permanent channels of communication between local curriculum study groups and the central or provincial curriculum committees. A discussion of the attempts that have been made along this line was a factor in the passing of the resolutions. The members of Junior and Senior High School Curriculum Committees believe that the provisions of these resolutions present a challenge to professionally minded teachers and an opportunity to give effective educational leadership in their own communities.

Resolution of the Senior High School Curriculum Committee

Whereas, the educational needs and the capacities for meeting these needs

vary from community to community; and

Whereas, it is desirable to encourage widespread teacher participation in the development of the curriculum; and

Whereas, it is desired to encourage the development of secondary education in all administrative units without imposing impracticable conditions or unnecessary limitations on any; and

Whereas, the control of the central authority over curriculum matters is secured by (a) matriculation requirements, (b) diploma requirements, and (c) the necessity for ministerial approval,

Therefore be it resolved, that the High School Curriculum Committee recommend to the Minister of Education that where an administrative unit can demonstrate special need or purpose and competence to do so, it be extended the privilege of developing and implementing courses suited to its needs, subject to the limitations set forth above, and subject to the approval of the Department of Education. And further be it resolved that following the approval of the Minister, the full text and interpretation of the resolution be published in *The ATA Magazine*, and by special bulletin to all school superintendents. Carried.

Senior High School Curriculum Committee Membership

M. L. Watts, Director of Curriculum (chairman), A. B. Evenson, Associate Director of Curriculum (sec-

Alberta Artists In Treasury Branch Series

During the coming months, in this publication, Your Treasury Branch will feature reproductions of paintings by Alberta artists.

Some of the famous paintings have been on tour in Alberta, most are available for sale. Art enquiries should be directed to the Cultural Activities Branch, Government of Alberta, Edmonton.

Alberta Treasury Branches are using this means to remind you of the varied industries and natural wealth that make this Province great. For it is increasingly true that your best security is Alberta's future. Your friendly Treasury Branches provide a complete service for business, industry, and the individual. Business loans, personal loans, savings and checking accounts—in fact, a complete financial service is offered for your needs. See your Treasury Branch manager—soon!



GOVERNMENT OF THE PROVINCE OF ALBERTA

retary), H. C. Sweet, High School Inspector (vice-chairman), R. Warren, Assistant Superintendent, Calgary Public School Board, G. R. Conquest, Director of Secondary Education and Guidance, Edmonton Public School Board, H. T. Sparby, Faculty of Education, Edmonton, F. L. Woodman, Principal, Western Canada High School, Calgary, ATA representative, H. D. Cartwright, Principal, Crescent Heights High School, Calgary, D. M. Sullivan, Registrar, Department of Education, C. B. Johnson, High School Inspector, A. W. Reeves, High School Inspector, G. Mowat, High School Inspector, T. C. Byrne, High School Inspector, A. A. Aldridge, Supervisor of Guidance, E. J. M. Church, Supervisor, Teacher-Service Bureau, G. F. Bruce, Director, Correspondence School Branch, R. E. Byron, Supervisor of Industrial Art.

Resolution of the Junior High School Curriculum Committee

Whereas, the educational needs and the capacities for meeting these needs vary from community to community; and

Whereas, it is desirable to encourage widespread teacher participation in the development of the curriculum; and

Whereas, control of the Department of Education over the general curriculum as a whole is maintained by its retention of the construction of the basic compulsory courses—Social Studies—Language and Mathematics—Science—and by its control over the general regulations governing the total program;

Therefore be it resolved, that (1) the Junior High School Curriculum Committee approve in principle the motion passed by the Senior High School Curriculum Committee regarding the participation of local units in curriculum making, and (2) that the Junior High School Curriculum Committee recommend to the Minister of Education that, in the field covered

by the exploratory subjects, the privilege of constructing and implementing courses suited to its needs be extended to a city, town, or school division, provided that adequate reason for such courses and the competence to construct them can be demonstrated to the satisfaction of the Minister, and (3) that following the approval of the Minister, the full text and interpretation of this resolution be published in *The ATA Magazine* and by special bulletin to all school superintendents. Carried.

Junior High School Curriculum Committee Members

M. L. Watts, Director of Curriculum (chairman), A. B. Evenson, Associate Director of Curriculum (secretary), J. W. Chalmers, Superintendent of Schools, Sedgewick (vice-chairman), A. L. Doucette, Director, Calgary Branch, Faculty of Education, T. G. Finn, Calgary Branch, Faculty of Education, H. Bryan, Principal, Balmoral Junior High School, Calgary, ATA representative, D. E. Cooney, Garneau High School, Edmonton, G. H. Lambert, Superintendent of Schools, Consort, A. A. Aldridge, Supervisor of Guidance, E. J. M. Church, Supervisor, Teacher-Service Bureau, G. F. Bruce, Director, Correspondence School Branch, Berniece MacFarlane, Supervisor of Home Economics.

1. *Legal and Constitutional Aspects.* Except for some reservations concerning the right of religious minorities, *The BNA Act* vests the control of education in the people of Alberta through the legislature. Notwithstanding the fact that local administrative units have been set up to implement educational policy, the control of education lies with the provincial legislature through *The BNA Act*, *The Alberta Act*, and *The Department of Education Act*. This implies:

1. the responsibility of all school officers to all the people of the province rather than just to the

- local community.
2. the responsibility of the provincial department to protect the interests of *all the people of the province*, while providing opportunities to meet local demands and needs.
 3. recognition of the fact that what goes on in education in one community is the concern not only of that community but of *all the people of the province*.

The problem involved in securing widespread participation in curriculum development is that of recognizing the legal and constitutional necessities (provisions) while seeking to take advantage of the wisdom of people who are directly concerned with the welfare of their immediate families in local communities.

Organization for increased activity in curriculum building at the local level must therefore be through the local board and its administrative officials, since the local board is the legally constituted agency of the provincial department. The administrative officials of the board are held responsible for meeting the requirements of the province. Changes in curriculum should take place under their leadership, or at least with their approval, thus ensuring proper authority for them, and permitting some continuity in general policy.

2. *General Principles.* New courses prepared locally should be in harmony with the principles set forth in Bulletin I: Foundations of Education, and in the Curriculum Guide for Alberta Secondary Schools. Teachers undertaking to make modifications in the present curriculum should be prepared, therefore, to study these publications and to become familiar with the modern professional literature relevant to the field being considered.

3. *Suggested Subjects.* At the present time the opportunity of preparing new courses to meet local needs lies in the field of electives. For example, in senior high school, additional courses in certain science fields,

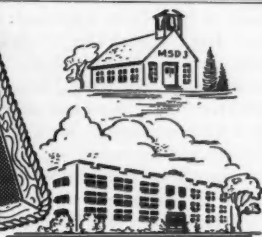
vocational electives and foreign languages might be offered; in junior high school further exploratory subjects could be provided.

4. *Lay participation.* The local administration should arrange for lay participation in defining special community needs with respect to curriculum. The cooperation of members of Home and School Associations and other informed laymen should be obtained.

5. *Provincial Curriculum.* The Department of Education will continue to prepare and distribute programs of study as it has in the past. Every school, especially the small school, will find that the programs issued by the Department will be adequate for its needs except in the case of the special circumstances referred to in the resolution. Consequently, the present curriculum committees of the Department of Education will continue their work as at present, making use of teacher representatives and appointments as has been the practice in the past. That is to say, any curriculum work undertaken on the local basis will be in addition to that by the Department of Education committees.

6. *Procedure.* (a) When advantage is being taken of these resolutions, an application should be made through the superintendent of schools to the secretary of the Junior and Senior High School Curriculum Committees, the associate director of curriculum. Applications should provide sufficient information to satisfy the Department that the requirements of these resolutions with respect to need, competence, and form of local organization can be met adequately.

(b) Such applications will be reviewed by the Senior High School Curriculum Committee (or the Junior High School Curriculum Committee) at its next meeting following the receipt of the application. If the application is approved, the local authorities may proceed with the preparation of



WHAT?

The Alberta Tuberculosis Association announces the third of its Alberta School Essay Contests. The Topic: A Story of a Typical Case of TB. Classes are free to select a name for their essay.

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1. To disseminate reliable information about tuberculosis and public health.
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Contest opens October 1st—closes December 22nd, 1951.

WHO?

All classes in Grades VII to XII are invited to enter. Complete information is in the mail to teachers of eligible classes. Further details available upon request.



Over \$1,500 in prizes will be distributed to prize-winning schools. Send in your application form today. Start now and enter an essay in the 1951 School Essay Competition.



Contest Sponsored by

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Christmas Seals Fight Tuberculosis

the course, and upon its completion submit it for final approval to the Senior High School Curriculum Committee (or the Junior High School Curriculum Committee). Since these committees meet semi-annually only, it will be necessary to have the completed course approved in the school year preceding that in which it is planned to implement it.

(c) The Curriculum Branch will act as a central clearing house for publishing information with respect to courses which are approved and in process of preparation in order to give other interested and qualified administrative units an opportunity to participate jointly with the applicant in the preparation of the course. When two or more administrative units use the same course, they should also use the same texts and primary references.

1951 EMPIRE ESSAY CONTEST

The Council of The Royal Empire Society, with a view to encouraging the progress of Imperial Studies in the Schools of the Empire, and among the children of British subjects generally, has decided to award medals and prizes for the best Essays sent in by boys or girls in three classes:

Class A: Candidates of 16 and under 19 years of age on December 31, 1951.

Class B: Candidates of 14 and under 16 on December 31, 1951.

Class C: Candidates under the age of 14 on December 31, 1951.

In addition a Margaret Best Memorial Prize will be awarded in each Class; the Sir Alwyn Ezra Prize to the value of three guineas will be awarded to a candidate who is considered to have special difficulties to overcome.

CLASS A

Which, in your opinion are the three main problems facing the

British Empire today, and how do you think they may best be solved?

First Prize: The Silver Medal of the Royal Empire Society, together with suitably inscribed books, or other approved articles, to the value of six guineas.

Second Prize: If there be a sufficient number of candidates, suitably inscribed books, or other approved articles, to the value of four guineas.

(Length of Essay not to exceed 3,000 words. You are to preface your Essay by a brief summary or list of headings not exceeding 200 words.)

CLASS B

A Locust, a Tsetse-fly and a Mosquito meet to boast of the harm each could do to Man. Write an imaginary argument for each.

First Prize: The Bronze Medal of The Royal Empire Society, with suitably inscribed books, or other approved articles, to the value of three guineas.

Second Prize: If there be a sufficient number of candidates, suitably inscribed books, or other approved articles, to the value of two guineas.

(Length of Essay not to exceed 2,000 words.)

CLASS C

Describe a day in the life of a school-child of your own age in a British Empire country other than your own.

First Prize: The Bronze Medal of the Royal Empire Society, with suitably inscribed books, or other approved articles, to the value of two guineas.

Second Prize: If there be a sufficient number of candidates, suitably inscribed books, or other approved articles, to the value of one and a half guineas.

(Length of Essay not to exceed 1,000 words.)

N.B.—For the purposes of this Competition the term British Empire is used to embrace all countries of the Commonwealth and the Dependent Territories.

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The Competitions will be governed by the following Regulations:

1. They are open to the children of citizens of any Commonwealth country and of British subjects.
2. Essays may be written on both sides of the paper, but candidates must leave a wide margin on the left side of each page.
3. In those parts of the world where Branches of the Royal Empire Society exist, the Competitions may, by arrangement with the local authorities, be worked through the Branches, i.e., the publicity arrangements undertaken locally, and the Essays sent in to the Branches, where they will be judged both for the main Competitions and for the purpose of any local awards that may be offered, only those of highest merit being forwarded to Headquarters for final adjudication.
4. No competitor may win the First Prize in any particular class more than once.
5. Each Essay submitted is to be marked clearly on the front page with the candidate's name, date of birth and address, together with the name of the school attended. The Essay should be enclosed in an envelope marked in the left-hand corner 'Essay Competition,' Class A (or B or C); and addressed to The Secretary-General, The Royal Empire Society, Northumberland Avenue, London W.C. 2.
(N.B.—Care should be taken that the pages are firmly fastened together and that the envelope is adequately stamped.)
6. Candidates are advised to read suitable books to assist them in preparing their Essays. At the end of the Essay a list of the books that have been consulted should be given. When quotations are used in the Essay a marginal note should give the authorship of the passage quoted.
7. The Prizes will be awarded by the

Council after consideration of the Report of the appointed examiners, and the decision of the Council will be final.

8. The Principals of schools, when forwarding essays, are requested to state the number of pupils who attempted to write essays on the subjects set in the competitions.
9. Essays sent in for Competitions cannot be returned.
10. Essays for the Competitions in 1951 must in any case reach the Society's Headquarters not later than February 25, 1952.

THE STORY OF THE SOIL

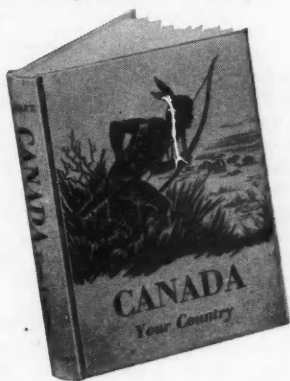
Under primary references for Grade IX Science, as given on Page 124 of the new Curriculum Guide for General Science, the following are listed:

- a. *Using Modern Science*
(Smith & Jones)
- b. Pamphlets by the Departments of Education and of Agriculture available as of September 1, 1951. These contain reference materials for Units 1, 2 and 4 of Grade IX. Initial copies will be distributed free of charge.

The pamphlets referred to have been compiled and take the form of a small booklet entitled *The Story of the Soil*. Initial copies have been distributed throughout the province free of charge and additional copies are available at the School Book Branch at forty cents per copy. When ordering this material please do not ask for "pamphlets" as listed in the course outline, but ask for the publication *The Story of the Soil*.

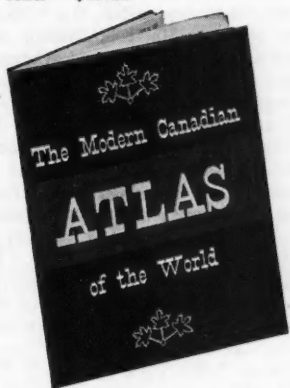
Habit is a cable; we weave a thread of it every day, and at last we cannot break it.—Horace Mann.

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Personal

After forty years of faithful teaching service, **Katherine Dunn** of the Lethbridge schools has retired and has returned to her home in Orilla, Ontario. Arriving in Lethbridge from Orilla in 1911 Miss Dunn joined the Lethbridge staff, serving a year in Westminster School when she was transferred to Central School where she taught from 1927 until her retirement this year.

Miss Dunn served as a missionary teacher in the Presbyterian Mission in Honan, China, from 1919 to 1923. She went to Scotland as an exchange teacher in 1927.

Employed by the Alberta Department of Education for 41 years, **Owen Williams**, superintendent of schools for Lethbridge Division No. 7, retired in September. Mr. Williams was born in Harlech, Wales, educated in Welsh schools and graduated from the University of Wales at Bangor with honors.

Coming to Canada in 1909, Mr. Williams taught at Gleichen, Ponoka, and Claresholm. Appointment as inspector of schools for the Cardston inspectorate in 1919 was followed by similar posts in Vegreville, 1924, and Lethbridge, 1931. Mr. Williams has seen the Lethbridge Division grow from 67 scattered one-room schools to the present 16 large consolidated schools under a central office in Lethbridge.

Mr. Williams will continue to make his home in Lethbridge.

Closing a long career in administration, Superintendent **A. J. Watson** of Lethbridge handed over the reins of office to his successor, L. H. Busard, in September, 1951. He will continue to be employed as secretary-treasurer of the Public School Board



A. J. WATSON

—an office which he has also held since 1936.

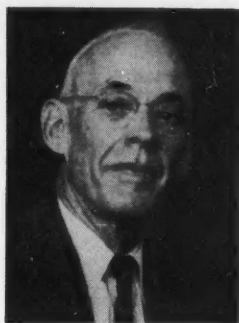
Mr. Watson graduated from Toronto University and after teaching school for several years, was appointed inspector of schools for High River in 1918. In 1924 he was appointed superintendent of schools for Lethbridge, in which capacity he remained until retirement in 1951.

In commemoration of the contribution of Mr. Watson to the cause of education one of the large new public schools now under construction in Lethbridge is to be known as the Allan Watson School.

June 30, this year, closed a long term of active and successful teaching for **A. M. Fisher**, of the commercial department, Lethbridge Collegiate, and former principal of Garbutt Business College, Lethbridge.

Mr. Fisher was born in Ontario and came to Alberta in 1905. In 1912 he was offered the principalship of Garbutt Business College, which position he occupied till his appointment to the commercial department of the Lethbridge Collegiate in 1931.

Long active in the Alberta Motor Association, of which he was president of the Lethbridge Branch dur-



A. M. FISHER

ing its formation years, a past District Deputy Grand Master of the Masonic Order in Alberta, an ardent golfer and business enthusiast, Archie looks forward to many active years in the community life of Lethbridge.



F. J. C. SEYMOUR

W. E. Kostash, assistant general secretary of the Alberta Teachers' Association from 1950 to 1951, re-



W. E. KOSTASH

signed this position and is now teaching at Rutherford School in Edmonton.

F. J. C. Seymour, former teacher for Calgary Public Schools and president of the Alberta Teachers' Association from 1948 to 1950, was appointed assistant general secretary of the Alberta Teachers' Association in July.

The secretary of the Teachers' Retirement Fund regrets to report the death of the following teachers:

E. B. Asselstine, June 30, 1951, 28 ½ years' service.

Mattie P. Clarke, August 13, 1951, 8 ½ years.

Samuel H. Crowther, June 25, 1951, 31 years' service.

Harold Edward Dobson, 38 years' service.

Samuel Gordon, May 2, 1951, 7 years' service.

Ralph Loudon, September 4, 1951, 13 years' service.

(Continued on Page 48)

Towards More Effective Association Meetings

(Continued from Page 16)

complexities of group behaviour and helps him develop the kinds of skills to become a more productive member.

There are many technical devices by which meetings of large and small groups can be improved, such as subgroupings into "buzz sessions," panel discussions, role-playing, listen-

ing audience teams, use of a process observer, and post-meeting reaction sheets. Techniques are effective, however, only to the degree that they meet the need of a group and are appropriate in developing a situation which creates interest, facilitates communication, and stimulates the growth of insight and understanding.

Collective Bargaining

(Continued from Page 13)

conditions than those in existence when their original demands were drawn up.

Tribute must be paid to our executive secretary, Eric C. Ansley, and our office staff. From the start the workshop ran smoothly, without delay or confusion.

In retrospect, I must say that I

was tremendously impressed with the workshop. The calibre of the delegates and their contributions towards solving the problems facing our profession provided professional growth for all of us. I should like to think of the Alberta Teachers' Association workshop having many more equally fruitful years ahead of it.

(Continued from Page 47)

Eva McCracken, July 1, 1951, 33 years' service.

John A. McLear, 22 years' service.

Alberta MacBean, March 19, 1951, 17 years' service.

James H. Main, September 27, 1951, 33½ years' service.

Theodora Neelands, July 15, 1951, 17 years' service.

Patrick O'Connor, May 26, 1951, 40 years' service.

Josephine Pointer, July 11, 1951, 25 years' service.

C. M. Scarborough, July 9, 1951, 28½ years' service.

Sister Anne Bernadette McNamara March 10, 1951, 35 years' service.

Hannah W. Thom, April 18, 1951, 23 years' service.

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CATALOGUE ON REQUEST



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Shall We Teach or Train?

(Continued from Page 31)

children needed something to feed the soul too. And this is what education must do if it is to serve society any better than the mores of primitive man.

"Man's reach must exceed his grasp

Or what's a heaven for."

says Browning. To turn our backs on that is to create a man of clods, fit only for the machine and the spade—fit only to be driven, never to lead.

By abandoning their position even to the present extent, by so much have educators lost a point in the argument that education has more aspects than mere use. A student who is permitted to leave school merely because he is bored by those courses that offer him the cultural background of his civilization, will never become a citizen of renown in the community. He may make money, but the community may expect no worthwhile leadership from him. The secondary school should stand firm on the grounds that a satisfactory life can be built only by the individual who has learned the lessons from the past that are to be found in literature and social science. And only when we can persuade youth that that is what education means, can we build a society in which democracy will thrive. The present trend in education is a far greater threat to democracy than Communist arms. No democracy can survive if idealism is abandoned. And if education is to be directed merely toward use, from where can ideals derive, and upon what subsist? The Communist begins by stamping out ideals because it is weakness to possess them. Let us beware lest we lay the foundations for a like philosophy.

Educators must go back to their old position and hold firmly to it. Let

us by all means relate education to living wherever possible. One school district in British Columbia recently bought a twenty-two acre farm for agricultural training of its students; in Ontario, high school girls work in the kindergarten classes, thus gaining experience in the handling of small children; mining areas offer practical training in geology. But let us not concentrate entirely upon the useful aspect. Let us teach dramatics, and music, and art just for the joy of self-expression. Let us learn from the lessons of the past how to solve the problems of the present, and how to avoid the mistakes. Let us seek to defend society from creeping materialism. Let us learn from the masters of literature to worship beauty, reverence nobility, and seek truth. Let us, most of all, make youth conscious that society demands that man shall have all these experiences before it offers him its rewards. That is the way to hold our youth in school—not by altering the curriculum to cater to the demands created by a slothful group of materialists who seek to destroy us.

Mathematics Teaching

(Continued from Page 29)

Sci Corner. It collapsed because the teachers of mathematics in general did not contribute and those editing the corner were left with most of the writings. Such a corner must have had a limited appeal. Yet, if teachers from grades one to twelve shared their experiences in the teaching of this subject all would be richer. Is the time now ripe to revive it?

News from Our Locals

OFFICERS FOR ANDREW SUBLOCAL ELECTED

N. A. Melnyk, Pearl Malayko and Nattalie Rudko were elected as president, vice-president, and secretary of the Andrew Sublocal for 1951-52. Other elections at the September 21 meeting were: **George Topolnisky**, auditing committee; **A. Huculac**, nominating committee; **Laura Tymchuk**, **Lucy Melnyk**, and **Helen Worebets**, social committee.

Mr. Topolnisky reported on the provincial interscholastic track and field day held at Athabasca, and President Melnyk reported on the Banff Workshop which he attended this summer.

BUSBY-PICARDVILLE SUBLOCAL

Eva Hunter, president; **Sister Cecilia**, vice-president; **Agnes O'Brien-Smith**, secretary - treasurer; **Steve Kalita**, executive representative; **Julia O'Brien**, festival representative, were the officers elected for Busby-Picardville Sublocal for 1951-52.

Members agreed to hold as many educational discussions as possible during the coming year, the first being "Teaching Art" by Sister Cecilia and Mrs. O'Brien.

Future meetings will be held on the second Thursday of each month, commencing at 4:00 p.m.

CAROLINE SUBLOCAL

Caroline Sublocal officers for 1951-52 are president, **Anna Deminuk**; vice-president, **M. Clancy**; secretary-treasurer, **Annie Shaw**; press correspondent, **Anna Reiber**, and councillor, **Duane Forsythe**.

At the next meeting, Mr. Forsythe will report on the Banff Workshop.

JARVIE-FAWCETT SUBLOCAL

New officers for the sublocal are **A. Potter**, president; **Lilace Jones**,

October, 1951

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UNIONVILLE
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vice-president; **Harold Ross**, secretary-treasurer; **Nick Wengreniuk**, press correspondent; **William Dawson**, local representative.

They were elected at a meeting on September 11 at which **J. H. Marsh**, life member of the Association, was also present.

Six topics chosen for study in 1951-52 are:

1. Marking system and how to improve it.
2. How to reduce failure and retardation.
3. Use of the school library.
4. How to meet the individual difference among pupils.
5. Extra-curricular activities.
6. School discipline.

REORGANIZATION MEETING HELD AT LAMONT

William Worbets of Lamont was re-elected president of the Lamont sublocal on September 17. Other members of the executive are vice-president, **Roland Kroening**; secretary-treasurer, **Shirley Doige**; public relations officer, **Alec Saruk**, Lamont. The social committee consists of **E. Logsted**, **Rose Serink**, **Nora Lucas**, and **Jane Tichowsky**. **Tony Rogalsky** is the nominating officer for the fall convention.

STRATHMORE SUBLOCAL

Plans for the track meet and for the school fair to be held in October in Carseland and Strathmore respectively, were made by the teachers at a meeting in September.

Sublocal officers are president, **John Bracco**; vice-president, **Frank Bazant**; secretary-treasurer, **Helena Donavon**; councillor, **John Slemko**, and press correspondent, **Margaret Pomroy**.

LOCALS PLAN 1952 FESTIVAL

Students in Berry Creek, Sullivan Lake and Hanna schools will soon begin work on the exhibits for the art festival to be held next spring. Plans

for the festival were made and a committee was appointed at the first local meeting held this fall.

Teachers felt that more cooperation from the parents was needed to hold a successful track meet. The decision as to whether or not there would be a meet was left over until the fall convention meeting.

A committee was appointed to meet with members from Acadia Valley to plan the program for the "workshop" convention.

Dorothy Benjamin, representative from Sullivan Lake Local at the Banff Workshop, reported on the inspiration to try to write which she had received from the writers' course. Mrs. Benjamin said that she came home "with a new determination to put the case of the schools before the public in a favorable light."

WARNER-WRENTHAM SUBLOCAL

William Coombs was elected president of the Warner-Wrentham Sublocal, with **Ross McCormick**, vice-president; **Kay Wihnan**, secretary-treasurer; **Elsie Engman**, press representative; **O. D. Davidson, Reg. Burnard**, councillors; and **Mr. Burnard**, salary negotiating committee of the sublocal.

Conditions do not GET better; they are MADE better by persistent, intelligent effort by groups and individuals.—NEA Journal.

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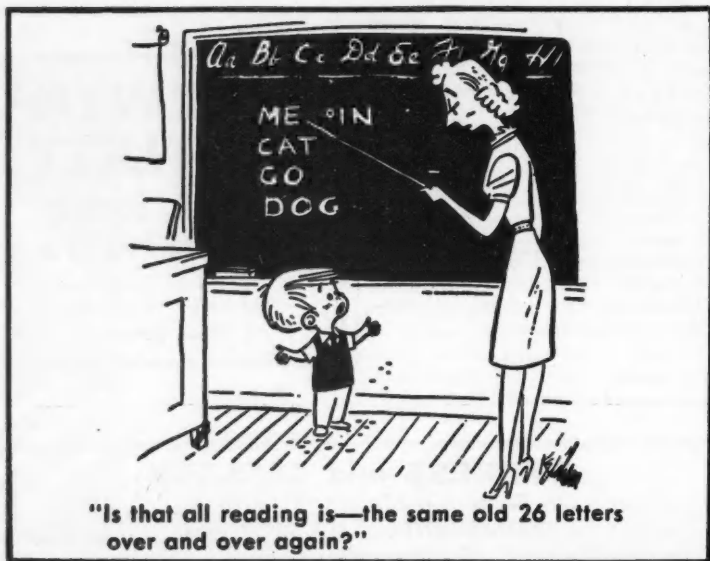
ANOTHER ABUSE OF RIGHT TO TRANSFER

Dear Eric:

This is a report about the transfer of Mrs. —, teacher in the — school division. Mrs. —, whose husband was killed while serving with the Air Force, decided three years ago that her family had reached the age where she could resume teaching. She had a university degree but went to summer school to take two refresher courses. The division engaged her to teach — school, which is only three or four miles from town, because she requested that she must be able to return home each evening. The division objected about having to pay for a degree because

she was in a rural school but were forced to do so. It should also be mentioned that — school had been closed for five years and the students bussed into town because no teacher had been available.

After one year, the school superintendent transferred her to — school, which is the extreme northwest school in the division. It is north of —, where a central school had been organized but this school was too far out to be included in the centralization. It is generally assumed that it was expected that Mrs. — would resign since she had four children in school in town and would be able to get home only an occasional weekend. However, Mrs.



Courtesy of the artist, Hank Ketcham, and The McNaught Syndicate, Inc.

— needed the job. She taught this school successfully for two years and likes the school very much, in spite of the hardships and the inconveniences. The people speak very highly of her work in the district. She has since bought herself a car and now manages to get home most weekends. Two weeks ago, when the roads were still in bad shape, she turned the car over while backing down a hill after being mired down.

One more thing. The students of the — school selected Mrs. — to be the speaker at their graduation exercises in June 1951. This shows the esteem in which she is held in her home town.

Yours sincerely,
A TEACHER.

BOOKS FOR SCHOOL OPENING

Edmonton, Alberta,
September 4, 1951.

To the Editor:

In view of periodic criticism because of the unavailability of books at school opening we request that this letter of information be published in your magazine.

Three books are unavailable at the School Book Branch as school opens. A special notice has gone to all junior high schools respecting these. The publishers plead causes beyond their control as responsible for delayed delivery.

With the exception of the above the School Book Branch, at the close of business on Saturday, September 1, had dispatched every order for texts received up to and including August 31. Unfortunately, despite urgings of various sorts almost 100 dealers, chiefly from small centres, had placed no order. In these communities the receipt of books will be delayed. Even if partial stocks, or texts in compulsory subjects, had been ordered the situation would have been somewhat alleviated. School principals and other officials seemingly must counsel more and

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earlier with the dealers in order to have some stocks laid in.

During the first week or two of September the filling of orders may fall behind due to great volume of business. All are dispatched strictly in order of receipt. If more dealers could be persuaded to order, even in part, in August, this situation could be avoided.

On behalf of the School Book Branch I should like to say that whatever the causes of delay respecting books may be, once they are in stock and orders for them are received they move out with every possible speed.

Yours very truly,
W. H. SWIFT,
Deputy Minister.

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